

ABSTRAK

MAULIDA: Pengaruh *Subject Specific Pedagogy* Tematik Integratif Terhadap Peningkatan Karakter Kedisiplinan, Tanggung Jawab, dan Kepedulian Siswa Kelas I SD Negeri 01 Singkawang Tengah Kalimantan Barat. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2014.**

Tujuan dari penelitian ini adalah mengetahui pengaruh *subject spesific pedagogy* (SSP) tematik integratif dalam pembelajaran terhadap peningkatan: (1) karakter kedisiplinan, (2) karakter tanggung jawab, dan (3) karakter kepedulian siswa kelas I SD Negeri Singkawang Tengah Kalimantan Barat.

Jenis penelitian ini adalah *quasi exsperiment* dengan rancangan penelitian *nonequivalent control group design*. Subyek dalam penelitian ini yakni seluruh siswa kelas I SD Negeri 01 Singkawang Tengah Kalimantan Barat pada semester kedua tahun ajaran 2013/2014. Penelitian ini merupakan jenis penelitian populasi. Kelas eksperimen I yaitu kelas IA (n=30) dengan menggunakan SSP tematik integratif, kelas eksperimen II yaitu kelas IC dengan menggunakan SSP tematik integratif (n=27), dan kelas kontrol yaitu kelas IB (n=36) dengan pembelajaran konvensional. Teknik pengumpulan data yang digunakan adalah teknik observasi. Data karakter kedisiplinan, tanggung jawab, dan kepedulian dikumpulkan dengan pedoman observasi karakter kedisiplinan, tanggung jawab, dan kepedulian. Data dianalisis menggunakan uji ANAVA kemudian dilanjutkan dengan uji tukey dengan taraf signifikansi 0,05.

Hasil penelitian ini ,menunjukan bahwa: (1) SSP tematik integrative berpengaruh signifikan terhadap peningkatan karakter kedisiplinan siswa. Rerata peningkatan karakter kedisiplinan siswa yang mengikuti pembelajaran menggunakan SSP tematik integrative lebih besar dari siswa yang mengikuti pembelajaran menggunakan perangkat yang dikembangkan guru. (2) SSP tematik integrative berpengaruh signifikan terhadap peningkatan karakter tanggung jawab siswa. Rerata peningkatan karakter tanggung jawab siswa yang mengikuti pembelajaran menggunakan SSP tematik integrative lebih besar dari siswa yang mengikuti pembelajaran menggunakan perangkat yang dikembangkan guru. (3) SSP tematik integrative berpengaruh signifikan terhadap peningkatan karakter kepedulian siswa. Rerata peningkatan karakter kepedulian siswa yang mengikuti pembelajaran menggunakan SSP tematik integratif lebih besar dari siswa yang mengikuti pembelajaran menggunakan perangkat yang dikembangkan guru. Hasil uji lanjut/uji tukey menunjukan bahwa terdapat perbedaan yang signifikan karakter kedisiplinan, tanggung jawab, dan kepedulian siswa antara kelas eksperimen dan kelas kontrol, namun tidak terdapat perbedaan yang signifikan antara karakter kedisiplinan, tanggung jawab, dan kepedulian siswapadakilaseksperimen I dankelaseksperimen II.

Kata kunci: SSP tematik integratif, kedisiplinan, tanggung jawab, kepedulian.

ABSTRACT

MAULIDA: *The Effect of Integrative Thematic Subject Specific Pedagogy on the Character Building of Discipline, Responsibility, and Caring of Grade I Students of SD Negeri 01 Singkawang Tengah, Kalimantan Barat.* **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2014**

This study aims to investigate the effect of *integrative thematic subject specific pedagogy (SSP)* on: (1) discipline, (2) responsibility, and (3) caring of grade I students of *SD Negeri 01 Singkawang Tengah Kalimantan Barat*.

This research was a quasi-experiment using nonequivalent-groups pretest and post-test design.. The subjects of this research were all of students grade I SD Negeri 01 Singkawang Tengah, Kalimantan Barat in the second semester in the academic year of 2013/2014. This research is a population research. The experimental I class was students of class IA (n=30) taught using integratif thematic SSP, the experimental II class was students of class IC (n=27) taught using integrative thematic SSP, and control class was students of class IB (n=36) taught using conventional teaching. The data were collected through observation. The data of discipline, responsibility, and care were collected with character observation guide. The data were analyzed using the ANAVA Test and Tukey Test with the significance level of 0.05.

The result of the research shows: (1) integrative thematic SSP has a significant effect to develop character building for the student's discipline. The result of the students' building discipline character that joined the lesson used integrative thematic SSP is more than the student joining the studying that used studying set that was developed by the teachers,(2) integrative thematic SSP has a significant effect to develop character building for the student's responsibility. The result of the students' building responsibility character that joined the lesson used integrative thematic SSP is more than the student joining the studying that used studying set that was developed by the teachers(3) integrative thematic SSP has a significant effect to develop character building for the student's caring. The result of the students' building caring character that joined the lesson used integrative thematic SSP is more than the student joining the studying that used studying set that was developed by the teachers. The result of Tukey Test shows that there is a significant effect difference in the discipline, responsibility, and caring between the experimental class and control class, but there is no significant effect the discipline character, responsibility character, and caring character between the experimental class I and experimental class II.

Keywords:*integrative thematic SSP, discipline, responsibility, caring*